

Fall 8-15-2015

WST 2309G-002: Women, Men, & Culture

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Women's Studies 2309G (sec. 002): Women, Men, and Culture

Instructor: Dr. Robert Martínez

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Course Time & Location: MWF 1-1.50 PM, Coleman 3609, fall 2015

Office Hours: Mondays, 11-12 PM; Thursdays 12-2 PM; Fridays 2-3 PM; and by appt.

Class Web: Course page on D2L (desire 2 Learn)

Course Description:

Women's Studies 2309G (3-0-3 credits) "examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social." In this section of WST 2309G, we will examine these frameworks through fictional and factual stories and studies of women's lives and experiences.

WST 2309G is a Social Sciences General Education course that fulfills the cultural diversity requirement. As such, this course aims to foster "responsible citizens[hip] in a diverse world" through "understanding [of] society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment" (see Undergraduate Catalog http://catalog.eiu.edu/preview_program.php?catoid=16&poid=1865&bc=1).

This is a writing-intensive, discussion- and participation-oriented course; assignments function as preparatory work for and the bases of the learning process, not as ends in themselves. Students have primary responsibility for the focus and tone of class discussions. This course actively aims to prepare students to meet EIU's university learning goals of critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship.

Course Expectations:

Each student, as a young adult, is responsible for her/his own education at the university level; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials. We will be discussing ideas and information that make some people uncomfortable; it is absolutely necessary, if we are to learn, to ask questions (especially the difficult ones), to express opinions, and to be respectful of others, especially when we do not agree with them. All opinions and ideas are encouraged in this class; it is *never* expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate situations and concepts and express their own opinions clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

Course/Student Learning Objectives:

- The ability to demonstrate critical thinking about gender issues
- The ability to articulate how political, social, economic, and/or religious factors influence gender role expectations
- The ability to demonstrate awareness of comparative gender differences within and across cultures and subcultures
- The ability to demonstrate an appreciation of the diverse experiences and perspectives that shape human culture, in service of global citizenship
- The ability to demonstrate understanding of the historical development and/or contemporary applications of feminist theory

- The ability to demonstrate the ability to speak and write clearly
- The ability to improve public speaking skills through course discussions and in-class presentations
- The ability to improve your writing skills through formal and informal writing assignments
- The ability to articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion
- The ability to develop written and oral communication skills

Required Texts:

- | | |
|---|---|
| - Pat Barker, <i>Union Street & Blow Your House Down</i> | - Virginia Woolf, <i>A Room of One's Own</i> (excerpt, D2L) |
| - Kate Chopin, <i>The Awakening</i> | - Betty Freidan, "The Problem with No Name" (D2L) |
| - Sandra Cisneros, <i>The House on Mango Street</i> | - Paula Giddings, "The Women's Movement and Black Discontent," |
| - Charlotte Perkins Gilman, <i>Herland</i> | Carol J. Clover, "Her Body, Himself" (D2L) |
| - Toni Morrison, <i>The Bluest Eye</i> | Peggy Reeves Sanday, "Campus Party Culture" and "Rape or 'She Asked for It?'" (D2L) |
| - Nawal El Saadawi, <i>Woman at Point Zero</i> | - Sylvia & Jen Soska, <i>American Mary</i> (film) |
| - Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (excerpt, D2L) | - Amy Schumer, <i>Mostly Sex Stuff</i> (stand-up comedy) |
| | - Andrew "Dice" Clay, <i>The Diceman Cometh</i> (stand-up comedy) |

Note: You are required to do all assigned reading for this course. The texts listed above are available from Textbook Rental (TRS). Other required readings will be available online via our course page on D2L. **Online readings must be brought to class on the day the material is discussed.** You must either print out the document(s) or use your laptop, iPad, Kindle, or Nook to view them. **Using Smartphones to view readings for class discussion is not acceptable.**

Required Attendance, Materials & Editions:

- Attend class and participate **daily** in discussion
- Missing more than 3 classes will result in a "+" / "-" final grade deduction; excessive absence will result in automatic failure of this course
- Check e-mail **daily**
- Missing a quiz or activity results in a "zero" for that assignment (unless your absence is documented—e.g., illness, funeral, etc.)*
- Get notes (from a classmate) or handouts/worksheets (from a classmate or during my office hours) from any classes missed
- Do not e-mail me and ask, "did I miss anything?" and please do not interrupt the whole class to ask about something you missed
- Visit class web site/D2L page or other recommended web resources frequently (use Firefox or Safari browsers)
- Use text editions found at Textbook Rental
- Listen to or watch all assigned music or multimedia works **carefully**
- Attend all film screenings and take notes during film
- Readings on D2L should be brought to class on the day it is discussed, in either hard copy (paper) or electronic (your laptop) format

***Note:** Makeup assignments may be accepted in cases of documented hardship or emergency. If you experience hardship or emergency, please let me know as soon as possible. **Late work is strongly discouraged—do not make it a habit.** However, should you find yourself pressed for time, you may ask if an assignment can be accepted late. All late work, if accepted by me, will be penalized.

Assignments & Grading:

- Paper #1 Close Argumentative Analysis (4-6 pages/1050-1450 words): 10%
- Revision of Paper #1 (4-6 pages/1050-1450 words): 10%
- Paper #2, Argumentative Research Paper (5-8 pages/1250-1800 words): 25%
- Completion of 3 Critical Blog Posts (3-4 pages/750-1000 words or more per post): 10% each
- Attendance & Participation: 10%
- Group Discussion Presentation: 15%
- Final Exam: 20%

Grading Scale:

- | | | |
|--------------|--------------|--------------------|
| • A = 94-100 | • B- = 80-83 | • C- = 70-73 |
| • A- = 90-93 | • C+ = 77-79 | • D = 64-69 |
| • B+ = 87-89 | • C = 74-76 | • F = 63 and below |
| • B = 84-86 | | |

A Note about Plagiarism: Plagiarism is the intentional or unintentional use of someone else's ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. *Failure to cite any outside sources or critics will constitute plagiarism.*

E-mail Guidelines:

When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Martínez," etc.) and be signed with your name. Your e-mails should be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

Student Academic Integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Disability Services:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Class Schedule for Women's Studies 2309G: Women, Men, and Culture – Fall 2015

***Please note:** This schedule is *tentative*; activities or readings are subject to change depending on class progress.

Date	What We'll Do in Class	Homework
Mon., 8/24	Pre-course survey; Introduction to the course: What is feminism?	Watch Chimamanda Ngozi Adichie's TedX talk, "We should all be feminists" via YouTube: https://www.youtube.com/watch?v=hg3umXU_qWc Take notes on her talk and answer the assigned questions given during class. Bring laptops to class on Wednesday.
Wed., 8/26	Discuss reactions to Adichie's talk on feminism. Outline Schools of Feminism; begin discussion of Wollstonecraft essay	Public/Social Media lessons of gender: find at least one or two "things" in your social/public sphere that suggests some kind of lesson about gender. Bring your evidence to class. Bring laptops too.
Fri., 8/28	Share and discuss evidence regarding "lessons of gender" assignment.	Read excerpt from Mary Wollstonecraft's <i>Vindication of the Rights of Woman</i> (D2L). Bring reading to class for discussion.
Mon., 8/31	Discuss Wollstonecraft's writing.	Review Mary Wollstonecraft's <i>Vindication of the Rights of Woman</i> (D2L).
Wed., 9/2	Discuss Wollstonecraft's writing.	Read excerpt from Virginia Woolf's <i>A Room of One's Own</i> (D2L). Bring reading to class for discussion.
Fri., 9/4	Discuss Woolf's writing.	Read Charlotte Perkins Gilman's story, "The Yellow Wallpaper" (pp. 647-656) via D2L.
Mon., 9/7	Labor Day – No Class	Make sure to finish reading Charlotte Perkins Gilman's story, "The Yellow Wallpaper" (pp. 647-656) via D2L.
Wed., 9/9	Discuss Gilman's story. Have copy of story with you in class.	Review Gilman's story, "The Yellow Wallpaper."
Fri., 9/11	Discuss Gilman's story. Have copy of story with you in class.	Start reading Kate Chopin's <i>The Awakening</i> (pp. 1-50).
Mon., 9/14	Start discussion of Chopin's <i>The Awakening</i> . Bring novel to class for discussions.	Read Chopin's <i>The Awakening</i> (pp. 51-81).
Wed., 9/16	Discuss Chopin's <i>The Awakening</i> .	Read Chopin's <i>The Awakening</i> (pp. 82-112).
Fri., 9/18	Discuss Chopin's <i>The Awakening</i> .	Read Chopin's <i>The Awakening</i> (pp. 113-163).

Mon., 9/21	Discuss Chopin's <i>The Awakening</i> .	Finish reading Chopin's <i>The Awakening</i> (pp. 164-180).
Wed., 9/23	Conclude discussion of Chopin's <i>The Awakening</i> .	Start reading Betty Freidan's "The Problem with No Name" (D2L) for Monday, Sep. 28.
Fri., 9/25	Blog prep: Review course material (so far)	Review your readings and notes and complete Blog essay. Complete reading Freidan's essay.
Mon., 9/28	Blog #1 due in D2L by 12 noon. Discuss Betty Freidan's essay and roots of modern feminism. Bring reading to class for discussion.	Review Freidan's essay.
Wed., 9/30	Finish discussion of Freidan's essay.	Read Giddings's "The Women's Movement and Black Discontent," pp. 295-320 (D2L).
Fri., 10/2	Discuss Giddings's essay.	Review Giddings's "The Women's Movement and Black Discontent," pp. 295-320 (D2L).
Mon., 10/5	Discuss Giddings's essay.	Read Morrison, <i>Bluest Eye</i> (pp. 1-40).
Wed., 10/7	Start discussion of Morrison's <i>Bluest Eye</i> .	Read Morrison, <i>Bluest Eye</i> (pp. 41-91).
Fri., 10/9	Discuss <i>Bluest Eye</i> .	Read Morrison, <i>Bluest Eye</i> (pp. 92-142).
Mon., 10/12	Discuss <i>Bluest Eye</i> . Paper #1 Due in D2L by 12 noon.	Read Morrison, <i>Bluest Eye</i> (pp. 143-193).
Wed., 10/14	Discuss <i>Bluest Eye</i> .	Finish Morrison, <i>Bluest Eye</i> (pp. 194-224).
Fri., 10/16	No Class – Fall Break	Finish reading or go back and review <i>Bluest Eye</i> .
Mon., 10/19	Finish discussion of <i>Bluest Eye</i> .	Start reading Clover's "Her Body, Himself" (pp. 77-86) via D2L.
Wed., 10/21	Begin discussion of Women in Horror and Clover's essay, "Her Body, Himself." Bring reading to class for discussion.	Read Clover's "Her Body, Himself" (pp. 77-86) via D2L.
Fri., 10/23	Discuss Clover's essay, "Her Body, Himself." Bring reading to class for discussion.	Review Clover's "Her Body, Himself" (pp. 77-86).
Mon., 10/26	Discuss Clover's essay, "Her Body, Himself." Bring reading to class for	

	discussion.	
Wed., 10/28	Watch the Soska Sisters' film, <i>American Mary</i> .	Take notes during film and complete study questions for class discussion.
Fri., 10/30	Watch the Soska Sisters' film, <i>American Mary</i> .	Take notes during film and complete study questions for class discussion.
Mon., 11/2	Discuss <i>American Mary</i> .	Start reading Nawal El Saadawi, <i>Woman at Point Zero</i> (pp. 1-60).
Wed., 11/4	Discuss women in the Middle East and <i>Woman at Point Zero</i> .	Read <i>Woman at Point Zero</i> (pp. 61-101).
Fri., 11/6	Discuss <i>Woman at Point Zero</i> . Blog #2 Due in D2L by 12 noon.	Finish El Saadawi, <i>Woman at Point Zero</i> (pp. 102- 128).
Mon., 11/9	Discuss <i>Woman at Point Zero</i> . Turn in topic for Research Paper (Paper #2)!	Read Peggy Reeves Sanday's "Campus Party Culture" and "Rape or 'She Asked for It?'" (D2L)
Wed., 11/11	Discuss Sanday's articles. Bring readings to class.	Review Sanday's essays, "Campus Party Culture" and "Rape or 'She Asked for It?'"
Fri., 11/13	Discuss Sanday's articles and begin documentary on sexual assault on college campuses.	
Mon., 11/16	Watch Kirby Dick & Amy Ziering's <i>The Hunting Ground</i> .	Take notes during the film.
Wed., 11/18	Watch Kirby Dick & Amy Ziering's <i>The Hunting Ground</i> .	Take notes during the film.
Fri., 11/20	Discuss <i>The Hunting Ground</i> . Paper #1 Rewrite due in D2L.	Work on Research Paper (Paper #2) over the break!!
Mon., 11/23- Fri., 11/27	No Class – Thanksgiving Break	Work on Research Paper (Paper #2) over the break!!
Mon., 11/30	Gender, Sexism, and Humor: Watch "Dice" Clay's <i>The Diceman Cometh</i> and Amy Schumer's <i>Mostly Sex Stuff</i> .	Finish watching comedy stand-ups of Clay and Schumer for homework.
Wed., 12/2	Discuss Clay and Schumer's respective performances.	

Fri., 12/5	Discuss feminism and humor.	
Mon., 12/7	Conferences on Research Paper (Paper #2). Blog #3 due in D2L.	
Wed., 12/9	Conferences on Research Paper (Paper #2).	Research Paper (Paper #2) is due Sunday, Dec. 13, in D2L by 10 PM.
Fri., 12/11	Last Day of Class: Course evaluations, final exam review.	

Final Examination: Tuesday, Dec. 15, 12:30-2:30 p.m.